

Year 1 – Session #1
English Language Arts

Focus Questions:

- What does standards-based teaching look like in an English Language Arts classroom?
- How do Indiana’s Academic Standards for student learning and the Teaching Standards for English Language Arts teachers connect?
- What does it mean to be a reflective practitioner?

Student and Teacher Standards Connection:

<u>Student Standards</u>	<u>Teaching Standards</u>	<u>Instructional Strategies</u>
#3 – Reading: Literary Response and Analysis #4 – Writing Process #5 – Writing Applications	#5 – Learning Environment #8 – Being a Reflective Practitioner	“Say Something” and “Jig Saw” Strategies K – W – L Strategy Reflective Writing Prompts Building Community

Performance Assessment Connection:

- Learn about, discuss, and practice reading and writing strategies that will help students meet Indiana’s learning standards and are exemplified in Indiana’s teaching standards.
- Practice reflective writing about teaching and learning.

Seminar to Classroom Expectations:

- Use one of the strategies modeled in the seminar, and write a written reflection of its effectiveness.
- Read Chapter 3, “The Thinking Teacher,” from *Mind Matters: Teaching for Thinking* (1991) by Kirby and Kuykendall.

Seminar Format:

I. Getting Acquainted

- Make name tags
- Use an opening activity to help participants begin to build a trusting, collegial environment. Ideas: “Coat-of-Arms” activity; “Profiling Ourselves” activity; or “If I Had a Learning Classroom” activity. The intent is to select an activity that will help participants become familiar with each other and will encourage discussion about teaching and learning during the first year.

II. Being a Reflective Practitioner

- Look at *ELA Standard #8 – Professional Development* and discuss the indicators that are appropriate for new teachers. Explain that not all aspects of each standard will be a

part of the performance assessment portfolios during the second year since some standards may not be appropriate to assess this early in a teacher's career. Still, even beginning teachers need to use the standards to guide their practice. The critical part of Standard #8 that is assessed in the portfolio is the teacher's ability to reflect on his/her own teaching practices and to reflect on how these practices contribute to evidence of student learning.

- Look at ***Student Standard #5 – Writing Applications*** – Discuss how the student standards incorporate student reflection (11th and 12th grades have explicit benchmarks; earlier grades have reflective writing experiences embedded in other writing applications).
- Introduce the **K–W–L Strategy** as an effective tool for helping students reflect on what they know and want to know prior to a unit of study.
- Complete the **K-W-L for Beginning Teachers** as a way to reflect on what each participant knows about the students he/she is teaching.
- Discuss the importance of knowing about the students we are teaching in learning how to adapt instruction to meet their diverse needs.

III. Building a Learning Environment

- Look at ***ELA Standard #5 – Learning Environment*** and discuss what the indicators suggest about the learning environments in ELA classrooms.
- Use a combination of a **Jig Saw** and **Say Something** reading strategies to read and respond to Chapter 1 from *Best Practices: New Standards for Teaching and Learning in America's Schools* (1998).
- Handout a compilation of information from *Best Practices* concerning the “best practices” for reading and writing. Discuss teachers’ perceptions and beliefs about these research-based practices and their own experiences so far in their own classrooms.
- In their writing journals, reflect on one or more of the following reflective writing prompts:
 - Within the last week, what are some of the “best practices” I have used with students in my classroom to enable ***all learners*** to be engaged in reading, writing, thinking, and learning?
 - How have I structured my classroom environment to make it a literacy-rich learning community?
 - At this point in my first year of teaching, what do I need to work on or what do I need help with as I create a learning environment for all of the learners in my classroom?

IV. Connecting the Seminar to the Classroom – What to practice and do before the next seminar

- Read Chapter 3, “The Thinking Teacher,” from *Mind Matters*. Respond to some of the reflection prompts given in this chapter as a way of thinking about your own teaching, your beliefs about students and their learning, and your own learning experiences.
- Practice at least one of the instructional strategies that we used and discussed in the seminar. Write about its effectiveness with your students. Come to the seminar prepared to share your experiences, any adaptations you made, and your students’ responses with the group.
- Write at least weekly in your reflection journal. You may want to use the following prompts to guide your writing.
 - For any lesson, try to identify the teaching and learning standards that guided your lesson design.
 - How do you know when your students are meeting the standards? What evidence do you use to monitor their progress?
 - For any lesson, try to anticipate the problems that students might have. How will you support those who need extra support?
 - What are you learning about your students as readers, writers, and thinkers?
 - What do you still need to know about them?

Materials Needed for the Seminar:

- Copies of the student and teacher standards for English Language Arts.
- Copies of the first chapter from *Best Practices: New Standards for Teaching and Learning in America’s Schools* (1998).
- Copies of the third chapter from *Mind Matters: Teaching for Thinking* (1991).
- Copies of the [K-W-L for Beginning Teachers](#).
- Copies of the opening activity ([Coat-of-Arms](#), [Profiling Ourselves](#), [If I Had A Learning Classroom](#), etc.)
- Reflective Writing Journal (notebook)
- Name Tags or Name Plates